DOCUMENT RESUME

ED 245 792 CS 504 629

TITLE Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1984, (Vol. 44 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 84

NOTE 9p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Communication Apprehension; Communication Research; Communication Skills; *Disclosure; *Doctoral Dissertations; *Group Behavior; Group Dynamics; *Interpersonal Communication; Nonverbal Communication; Parent Child Relationship; Self Concept; *Sex Differences; *Spouses

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) communication style in initial meetings of small groups; (2) gender orientation, communicative competency, and communication satisfaction in acquaintance dyads; (3) attitudinal, relational, and situational predictors of interpersonal strategy intentions; (4) developing and implementing communicative skills in marriage; (5) the effects of the interpersonal perception method versus verbal feedback on married partners' disfunctional communication, defensiveness, and interpersonal perceptions in conjoint marriage counseling; (6) stuttering/disfluency as a variable of mother-child interaction; (7) the impact of communicating through computers; (8) video-mediated communication and leadership in small groups; (9) the effects of disclosure, interpersonal attraction, and professional status on subsequent self-disclosure; (10) effects of synchronous nonverbal cues on a conversational exchange upon ratings of interpersonal attraction and communication satisfaction; (11) a comparison of interpersonal styles and practices of Texas public figures, business leaders, and college speech instructors; and (12) relationships between gender and credibility. (HTH)

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Ballard-Reisch, Deborah Susan
GENDER ORIENTATION, COMMUNICATIVE COMPETENCY AND COMMUNICATION SATISFACTION IN ACQUAINTANCE DYADS: AN EXPLORATORY ANALYSIS

Canary, Daniel James
AN EMPIRICAL INVESTIGATION OF ATTITUDINAL, RELATIONAL, AND SITUATIONAL PREDICTORS OF INTERPERSONAL STRATEGY INTENTIONS

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DEVELOPING AND IMPLEMENTING COMMUNICATIVE SKILLS IN MARRIAGE

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GENDER AND CREDIBILITY: A STUDY OF RELATIONSHIPS

A RHETORICAL ANALYSIS OF COMMUNICATION STYLE IN INITIAL MEETINGS OF SMALL GROUPS

Order No. DA8404119

BAKER, DEBORAH CAROL, PH.D. *University of Minnesota*, 1983. 143pp.

The primary purpose of the research was the isolation of typologies of individual communicator style in initial meetings of leaderless, zero-history, task-oriented small groups. The typologies of style were then judged relative to the effect that they had on evaluations of ethos within the groups. Ethos was the basis of evaluations of potential leadership in the group.

The study was based on transcripts of the verbal communication of fifty participants in eight groups. A rhetorical critical approach was used as a method of describing the typologies of style and evaluating the effects on ehtos. An experiential stance, which encourages the use of many different tools of analysis, was adopted. These tools included the development of a new analytic scheme, computer assistance for content analysis and the findings of previous research.

This study revealed that style is affected by contextual constraints. Furthermore, to understand the effect of style on ethos, the interaction of style with communication functions and strategies must be considered. The context also constrained the communication functions. Participants consistently performed the functions of processing ideas, developing procedures and expressing opinions. All participants shared stylistic norms which included simple language use, deference, clarity and the encouragement of participation. These norms were labeled the Mundane Style. Individuals chose different strategies to perform the contextually defined functions. They also made stylistic choices within the Mundane Style. The interaction of individual stylistic choices and strategies formed the basis of evaluations of ethos.

For group members to obtain high evaluations of ethos, they had to be perceived as knowledgeable about procedures or valuable resources of ideas and opinions concerning the task. These perceptions about the performance of functions were based on the interactions of many different individual choices of styles and strategies. These choices were critical as some choices of style and strategy produced low evaluations of ethos. If a member was consistently quiet, tentative, self effacing or vague and chose the strategies of asking for direction and information, adding little to the development of ideas and expressing opinions infrequently, evaluations of ethos were low.

GENDER ORIENTATION, COMMUNICATIVE COMPETENCY AND COMMUNICATION SATISFACTION IN ACQUAINTANCE DYADS: AN EXPLORATORY ANALYSIS

Order No. DA8327873

BALLARD-REISCH, DEBORAH SUSAN, PH.D. *Bowling Green State University*, 1983. 105pp.

Gender orientation has been positively correlated with a number of personality and communication variables. It has been related to adaptability, in language use (Ekman, 1977); levels of self esteem (Bem, 1977); self-disclosure; communication apprehension (Greenblatt, Hasenauer and Freimuth, 1980); acceptance of others (Motowido, 1982); behavioral flexibility (DeFronzo and Bondreau, 1977); and communication competence (Wheeless and Duran, 1982, 1980).

The communicative competence construct is significant to researchers in the area of interpersonal communication because as Duran (1983) points out "it represents a criterion for effective communication: (p. 1). The construct has been related to self esteem (Duran, 1981); communication apprehension (Zakahi and Duran, 1982); gender orientation (Wheeless and Duran, 1982, 1980); social cognition (Heilbrun, 1981); attractiveness (Brandt, 1979); and loneliness (Zakahi and Duran, 1982).

The purposes of this study are to further investigate the nature of the relationship between gender orientation and communication competence and the relationship between these variables and communication satisfaction. Communication satisfaction "symbolizes an enjoyable, fulfilling experience" (Hecht, 1978c, p. 350). Hecht (1978a) explains that satisfaction "is one criterion for assessing outcomes of input attributes" (p. 253) like gender orientation on communication. He goes on to describe the relationship between communicative competence and communication satisfaction: "communicators will generally be satisfied with effective interactions" (Hecht, 1978c, p. 351).

Initially, this paper presents a review of the literature in these and related areas. Then the results of a study conducted on dyadic pairs to test these relationships are presented and discussed.

AN EMPIRICAL INVESTIGATION OF ATTITUDINAL, RELATIONAL, AND SITUATIONAL PREDICTORS OF INTERPERSONAL STRATEGY INTENTIONS

CANARY, DANIEL JAMES, PH.D. *University of Southern California*, 1983. Chairman: Professor Kenneth K. Sereno

This study integrates three predictors of social behavior into a model for understanding interpersonal communication. Specifically, beliefs about consequences of performing a specific strategy, the expectation of the target individual, and perceptions of situational freedom are combined in a linear regression model. Based on a review of the literature, 11 hypotheses are formulated and tested by means of questionnaire responses of 162 student volunteers. The results provide mixed support for the model and the hypotheses. Nevertheless, the results indicate that the belief and relational components are powerful predictors of interpersonal strategy intentions. Interpretation of the results and an evaluation of the study are provided.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089.)

DEVELOPING AND IMPLEMENTING COMMUNICATIVE SKILLS IN MARRIAGE

Order No. DA8402917

GOOD, RANDALL SCOTT, D.MIN. *Drew University*, 1983. 128pp.

The ministry of a local church should provide avenues in which families can mature in their relationship. This project represents one avenue.

Eight couples took part in six workshops which developed and implemented communicative skills in their marriages. Materials from the program, *Alive and Aware*, by Miller, Nunnally and Wackman were used as a major source of input. Through the skills presented in *Alive and Aware* and this pastor's personal insights into marriage, an attempt was made to minister to a selected group. "Developing Communication" between partners became the "goal" of this ministry. As this project progressed through six workshops, it became evident that the skill of communication was very limited in all eight marriages. This small group of marriages represents a small nucleus of all marriages, but the urgency of implementing skills is essential.

The theological aspects of this project is presented by the format of a Christian wedding ceremony. The vows between the partners express God's love and relations toward marriage. Both partners commit themselves to each other until death separates the union. Issues of divorce, finances, health, and love are discussed with Christian principles.

Six workshops were held at the Colony House Center in Creedmoor, North Carolina. This center is located five miles from the First Baptist Church of Butner, North Carolina and all couples were members of this church. The workshops were designed to aid individuals to accept themselves and to build self-esteem. This author's belief is that open communication begins when a partner feels good about himself or herself. Skills presented included the principle of the awareness wheel, and the concepts of shared meaning, sender-receiver techniques, non-verbal communication, and methods for dealing with conflict issues also shown to illustrate communication in sexuality and family crisis.

Evaluation of the workshops and lectures were given. The couples expressed positive feelings towards this author and "closeness" of the group was developed.

This author anticipated that six weeks would create a feeling of fatigue among the group. The opposite occurred. One couple expressed their normal week was Friday to Friday. This changed to Tuesday to Tuesday. This extended period also gave this author the opportunity to continue preparation between workshops.

The final results of the project illustrated the need of this type of ministry in the church calendar year. The ministry of developing communicative skills among families in the local church should receive top priority.

THE EFFECTS OF THE INTERPERSONAL PERCEPTION METHOD (IPM) VERSUS VERBAL FEEDBACK ON MARRIED PARTNERS' DISFUNCTIONAL COMMUNICATION, DEFENSIVENESS AND INTERPERSONAL PERCEPTIONS IN CONJOINT MARRIAGE COUNSELING Order No. DA8400895

GRANGER, PHILIP CLARK, PH.D. *University of Colorado at Boulder*, 1983. 266pp. Director: Associate Professor Fernie Baca

The purpose of this study was to assess the effects of the Interpersonal Perception Method compared to traditional verbal feedback on married partners' disfunctional communication, defensiveness, and interpersonal perceptions in a conjoint session.

The population for this study consisted of legally married couples from the Denver-Boulder metropolitan area. A sample of 45 couples was drawn, from which 39 couples actually participated--13 in each of three treatment groups.

The treatments for this study involved the following: (1) Treatment group one couples (IPM) clarified perceptions of each other with the aid of the IPM profile. (2) Treatment group two couples (verbal) clarified perceptions of each other without the aid of the IPM profile. (3) Treatment group three couples received no treatment.

The criterion instruments were a seven-point Likert scaling of five disfunctional verbal behaviors; the Relationship Inventory; and the Interpersonal Perception Method Profile.

Treatment of the data involved a two-way analysis of variance to assess treatment effects on the five disfunctional verbal behaviors and a three-way analysis of variance on defensiveness, measured by the Relationship Inventory, and failure to realize understanding and misunderstanding, measured by the IPM profile.

The conclusions drawn from the results were: (1) With one exception--mind reading--the effects of the treatments failed to produce a significant difference for any of the treatment conditions on the behaviors of excessive question asking, interruption, failure to express acknowledgement and falsely agreeing. (2) The effects of the treatments failed to produce significant differences for any of the treatment or control conditions in perceived defensiveness, level of regard, empathy, congruence, unconditionality of regard and willingness to be known. (3) The effects of the treatments failed to produce significant differences for any of the treatment or control conditions in failure to realize understanding or misunderstanding.

STUTTERING/DISFLUENCY AS A VARIABLE OF MOTHER-CHILD INTERACTION Order No. DA8327 73

MEYERS, SUSAN CAROL, PH.D. *The University of Texas at Dallas*, 1983. 235pp. Supervisor: Frances J. Freeman

Many speech/language pathologists assume that parent-child interactions are critical in the onset and development of stuttering. Research supporting this concept has been inconclusive. The purpose of this study was to (1) test the validity of the assumption that speech and fluency of preschool stutterers is not different from that of normally fluent children, (2) test the validity of some of our clinical advice for counseling parents of stutterers, and (3) analyze pattern(s) of mother-child social communicative interactions in a bidirectional paradigm.

Twelve fluent preschool boys and their mothers were matched with twelve stutterers and their mothers. Ten minutes of free-play interaction between alternated mother-child dyads were videorecorded behind a two-way mirror. Each mother interacted with her own child, an unfamiliar stuttering child, and an unfamiliar fluent child in counterbalanced sequences.

Analyses made from the videorecordings included stuttering, speech, interruption, interactional, and verbal measures. Measures were checked for reliability by independent observers.

Results indicate that the disfluencies of stutterers were qualitatively and quantitatively different. Further, when speaking fluently, stutterers spoke significantly slower than fluent children, and severe stutterers talked significantly slower than moderate stutterers. Stuttering correlated with a slow articulatory rate, poor articulation, and familial incidence of stuttering.

Mothers of stutterers talked significantly faster to all children. Mothers of fluent children demonstrated a tendency to talk faster to stuttering children. There was a significant negative correlation between the rate of a child's speech and the rate of the mother's speech during dyadic interaction.

All mothers interrupted children's nonfluencies significantly more than they interrupted their fluent speech. Mothers of fluent children interrupted the nonfluent speech of stutterers more than the mothers of stutterers.

There were no differences on any of the measures in the ways children interacted with the two groups of mothers. There were no differences in the ways mothers interacted on stuttering, interactional, and verbal measures with the two groups of children.

THE IMPACT OF COMMUNICATING THROUGH COMPUTERS Order No. DA8405379

MURREL, SHARON LYNNE, PH.D. *State University of New York at Stony Brook*, 1983. 159pp.

The impact of computer-based communication on group performance depends upon the structure enforced by the communication system. While the ability to introduce structures which enhance human communication processes has been applauded, research to evaluate the impact of various design features is lacking.

This research has explored the impact of two synchronous approaches, which vary in the role or immediacy of interaction and feedback, on idea generation and group decision making. One system is message-oriented, requiring a conferee to complete a message before interacting with others. The other displays what each group member is typing in a separate window on the screens of all participants so that users can comment on ideas as they are expressed. While the differential ability to interact did not influence brainstorming performance, it did influence the ability of groups to produce quality decisions.

Computer conferencing did not eliminate the characteristic group decrement in brainstorming performance observed in groups interacting face-to-face. Following standard brainstorming instructions to generate ideas without evaluation, subjects typed their ideas for four different problems. Groups interacting through either of the communication systems generated fewer ideas than the same number of people working individually on three of these problems.

Differences between the two systems were demonstrated when the groups needed to organize their efforts to make decisions. Asked to solve a problem first individually and then cooperatively using one of the two systems, all groups produced decisions superior to the average initial individual solutions. Window system groups both improved more and produced significantly higher quality decisions than message system groups. These groups focused on fewer topics at one time while spending less time discussing how to organize both system usage and task actions. By influencing the group's ability to organize and focus its attention, the design of the communication system influenced decision quality. Although each group experienced and rated only one system, window system groups judged their system more satisfactory for a variety of tasks than the message system groups.

VIDEO-MEDIATED COMMUNICATION AND LEADERSHIP EMERGENCE IN SMALL GROUPS

NICOL, JOHN HEWITT, PH.D. *University of Southern California*, 1983. Chairman: Professor William Dutton

Problem. Although small problem-solving groups often have an assigned leader, that person is not always the one who exerts the most influence over the outcomes and decisions of the group. The process of individual's being able to influence and exert control over other group members is called leadership emergence. This study examined the impacts that video-mediated communication had on individual's subjective perceptions of leadership emergence in small decision-making groups.

Method. Thirty-three groups of four individuals each met to discuss a simple problem solving task called the Mountain Survival Task. Twenty groups met by electronic video teleconferencing and 13 groups met face to face. All groups were videotaped so that the communication behavior of group members could be analyzed later. It was hypothesized that leadership emergence would be inhibited in the video groups due to medium-related impacts on several factors associated with leadership emergence. These factors are: social feedback that normally reinforces leadership behaviors would be reduced due to the restricted bandwidth of the video medium; the ability of group members to reach a consensus on supporting a leader would be reduced due to physical and psychological distance between group members imparted by the medium; and the ability of individual group members to control the flow of communication and hence exert influence would be reduced because the video medium has been shown to support a more linear communication flow based on turn taking. After meeting, participants filled out a questionnaire that tapped their perceptions of leadership emergence as well as their perceptions of the hypothesized differences between face to face and video meetings.

Results. Contrary to the main hypothesis, a clearer leadership hierarchy emerged in the video groups than the face to face groups, but only for task leadership. There were no statistical differences between groups on the socioemotional leadership dimension. Subjects perceived no other statistical differences between the two conditions. Both conditions performed equally well on the task.

Discussion. For all practical purposes the medium of communication was invisible for these groups. Surprisingly, task leadership emergence was more pronounced in the video groups. Together, these results raise questions about previous works that have found differences in people's perceptions of video meetings and the few studies that have found leadership emergence to be inhibited in video mediated groups.

(Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089.)

AN EXPERIMENTAL STUDY OF THE EFFECTS OF THREE VARIABLES, DISCLOSURE, INTERPERSONAL ATTRACTION AND PROFESSIONAL STATUS, ON SUBSEQUENT SELF-DISCLOSURE Order No. DA8325688

SWIFT, LOUISA HARVIE WOODRUFF, PH.D. *The Florida State University*, 1983. 159pp. Major Professor: Wayne C. Minnick

This experiment was conducted to determine the effects of interpersonal attraction, professional status and disclosure level on inclination to disclose within a dyad. Two levels of each variable were tested, yielding eight hypotheses developed from the central proposition of exchange theory. Eighty undergraduate students participated in the study which required them to interview a female confederate, posing as a candidate for a faculty position at the university they were attending. During this interview, participants were encouraged to talk spontaneously with the confederate though her own responses were scripted. Each interview was audiotaped and later content-analyzed for breadth and depth of disclosure. It was predicted that the confederate high in interpersonal attraction and high in professional status who disclosed intimate information would promote the greatest number and the most intimate disclosures from the participants. Results indicated that of the three variables tested, only disclosure level significantly influenced disclosure on the part of the participants and, in fact, only depth of disclosure was affected. Implications for exchange theory as an explanation for disclosure reciprocity are discussed.

EFFECTS OF SYNCHRONOUS NONVERBAL CUES IN A CONVERSATIONAL EXCHANGE UPON RATINGS OF INTERPERSONAL ATTRACTION AND COMMUNICATION SATISFACTION Order No. DA8324933

THOMPSON, ROBERT RAYMOND, PH.D. *The Florida State University*, 1983. 93pp. Major Professor: C. Edward Wotring

This study examined synchronous nonverbal behaviors between interactants in a dyadic conversational exchange as a plausible explanation for differences in ratings of interpersonal attraction and communication satisfaction by outside observers. Sex of interactant and sex of observer were also considered as additional explanatory variables for rating differences on the aforementioned scales.

Two video tapes were produced utilizing a male and a female confederate engaging in a short conversation. Synchrony was manipulated by altering the turn-taking cues employed during the conversation. High synchrony was depicted as appropriate turn-taking cues in 25 of 30 speaker-listener exchanges while low synchrony was operationalized through appropriate cues in only 6 of 30 exchanges.

Subjects were led to believe that the video taped conversation was part of an interviewer rating procedure for a university survey center and the two confederate actors were but two of a large number of newly hired interviewers. Subjects were also led to believe they would personally meet and talk with the members of the video taped interaction immediately following the rating session.

Eighty-nine undergraduate males and 213 undergraduate females were randomly assigned to rate one of the two participants (male/female) in either the high or low synchrony condition. Two dependent measures were used to test the hypotheses that persons observing a high synchrony conversation would perceive interactants as more interpersonally attractive and the communication event as more satisfying than those who observed a low synchrony interaction.

Results indicated that subjects who viewed the high synchrony conversation perceived the interactants as more interpersonally attractive than persons who viewed the low synchrony tape. Subjects also gave higher ratings of communication satisfaction when exposed to the high synchrony exchange.

The two main effect hypotheses regarding level of synchrony were statistically supported. However, attempts to uncover associations between sex of interactant and sex of observer in explanatory terms of interpersonal attraction and communication satisfaction differences were nonsignificant. No consistent trends for main effect sex variables or interaction effects were demonstrated.

A COMPARISON OF INTERPERSONAL COMMUNICATION STYLES AND PRACTICES OF TEXAS PUBLIC FIGURES, BUSINESS LEADERS, AND COLLEGE SPEECH COMMUNICATION INSTRUCTORS Order No. DA8403238

WIELAND, JANICE CAROLE ABELS, ED.D. *East Texas State University*, 1983. 128pp. Adviser: James W. Tunnell

Purpose of the Study. The major purpose of this study was to determine whether there are significant differences in the interpersonal communication styles and practices of Texas public figures, business leaders, and college speech communication instructors as measured by the *Interpersonal Communication Inventory*. Of additional concern was to find out whether there are significant differences among the same three groups regarding certain factors or subscales of interpersonal communication.

Procedure. Data for this investigation were obtained by mailing the 40-item ICI to three distinct groups of people in large, medium, and small Texas cities. The nominees were identified as successful communicators by individuals who were already recognized as competent interpersonal communicators. When the ICI's were returned, scores were computed and differences were statistically analyzed. Analyses of variance were applied, and once significant F's were obtained, *ex post facto* contrasts (*t*-tests) were computed to determine significant differences between pairs of groups. Means for composite and subscale scores were also compared.

Findings. On the basis of statistical analysis, the two Major Hypotheses and four of the six Sub-Hypotheses were rejected. Composite mean scores revealed that all three groups were quite similar and close to the highest possible score. At the lower end of the range, the mean scores varied more widely.

Conclusions. With consideration given to the delimitations of this study, the following conclusions were reached: (1) All three groups perceive themselves as successful in their overall interpersonal communication styles and practices. (2) Instructors hold the most favorable perception of their interpersonal communication styles and practices and public figures hold the least favorable perception of theirs. (3) Public figures are significantly different from business leaders and instructors in their interpersonal communication overall styles and practices. They differ from instructors in awareness, clarity, and handling of differences. (4) Business leaders differ from instructors regarding the interpersonal communication factor of handling of differences.

GENDER AND CREDIBILITY: A STUDY OF RELATIONSHIPS

Order No. DA8401539

WILLIAMS, JOHN LAUDER, PH.D. *Indiana University*, 1983. 234pp.
Chairman: Professor B. G. Smith

Thus, this dissertation was addressed to further clarification of that role and to expound upon the relationship between source credibility and message credibility. It reflects the continuing evaluation of gender research, which prior to the current study had not sought to examine the role of gender on the assessment of credibility.

The phenomenon of communication as it relates to women has been of continuing interest to scholars in the social sciences. The body of research generated on this topic suggested that gender may exert a significant influence on the process of communication, both on the part of the message sender and its receiver. These studies failed to offer definitive conclusions concerning the role of gender, they did indicate that credibility, as a factor in the entire communication process, may be influenced by gender. In addition, the relationship of source credibility to message credibility had not previously been explored.

The following three hypotheses were tested in order to examine the role of gender on the assessment of credibility and to explore the relationship between source and message credibility: (1) There will be no significant difference in the attitude shift of male and female receivers when source qualifications, speaker introduction, message content and mode of presentation are held constant. (2) There will be no significant difference in the ratings made of male and female sources when their qualifications and persuasive messages are identical. (3) There will be no significant relationship between the ratings of source credibility and message credibility when the sources' qualifications and persuasive messages are identical. To examine these relationships a 2 x 3 x 3 factoral study which included sex of source, sex of receiver, and type of message was designed.

The results indicate that gender does not, for the most part, influence the assessment of credibility. Several credibility dimensions were modified by gender but a general trend was not found. The content of the persuasive message exerts more influence on the perception of credibility than does gender. The results also indicate a significant relationship between identified dimensions of source credibility and those of message credibility.

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